

Pupil premium strategy statement – The Hills Academy

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	42 / 404
Proportion (%) of pupil premium eligible pupils	10.81
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024 - 2027
Date this statement was published	December 2025
Date on which it will be reviewed	November 2025
Statement authorised by	Full Governing Body
Pupil premium lead	Mrs Debbie Bennett
Governor / Trustee lead	Nicci Henson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77,908
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£5,080.06
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£82,998.06

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

It is our belief at the Hills Academy that all the children in our school achieve their potential irrespective of their background or any disadvantage they have faced in their life. We recognise that some children who do not receive free school meals are vulnerable or socially disadvantaged. Therefore, we reserve the right to allocate pupil premium spending on our most vulnerable learners and learners which the school has recognised as being vulnerable or socially disadvantaged. We seek to ensure that we meet the individual needs of every single child by ensuring quality first teaching underpins all our teaching and we are aspirational for all. We will aim to know the potential academic and non-academic barriers for each of all most disadvantaged learners and use school assessments and attendance data to support our understanding. We will then tailor individual or small group support to these children to target their specific needs. Furthermore, we also recognise that involvement in extra-curricula activities, trips and residentials are essential in forming lifelong skills and 'memory making moments.' Therefore, The Hills Academy will contribute towards the costs for our most vulnerable pupils as we value the opportunities for personal growth and development they afford our children.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Communication skills – We recognise at the Hills Academy that there is a decline in many of pupils' communication skills. We have identified this through children having a less sophisticated vocabulary, they sometimes struggle to speak in correctly structured sentences and they

	are not always active listeners and find it difficult to engage in long dialogue
2	Reading – 54.23 % of pupil premium pupils are at expected standards in their reading or above (using 2024-2025 teacher assessment data)
3	Writing – 39.48% of pupil premium pupils are at expected standards in their writing or above (using 2024-2025 teacher assessment data) Very much in line with whole Beds Borough Strategy focus on Vulnerable learners and Writing
4	Maths - 54.52 % of pp children across years 1 to 6 are at expected or above in maths (using 2024-2025 teacher assessment data)
5	Maintaining and exceeding predicted end of year target – the pupil premium profile of each year group is different as the numbers vary from 4 to 11 in a year group. But we want to be vigorous in ensuring we maintain and strive to exceed predicted end of year targets in maths, reading and writing by tailoring tutoring to support the individual needs of each child
6	Attendance – the attendance of pupil premium children is lower than that of the whole school 94.6% compared to 96.7% in 2024-25
7	Emotional needs – we recognise that many of our pupil premium children have/may develop emotional needs that require support to enable them to achieve their best possible outcomes
8	Participation in extra-curricular clubs, enrichment activities and residential trips – to encourage greater participation in extra-curricular activities and to ensure costs are not barriers to trips and residential
9	Gender achievement gap – At the Hills Academy, we have recognised, through data scrutiny, that boys are out performing girls in core subjects. SLT observations of teaching has identified a sub-conscious bias in the way teachers are questioning and involving boys and girls in lessons. The school has identified 6/49 (12.24%) of the quieter girls are pupil premium.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To improve the communication, speaking and listening skills of our disadvantaged children so they have an increased vocabulary, they can communicate in clearer sentences and they are active listeners	Pupil premium children are better able to communicate Oracy lead to develop oracy in lessons Voice 21 project to improve communication, speaking and listening through the school

	Lesson rubric to be used across the school to create opportunities for active listening by encouraging children to express their views on a rich variety of topics Talk for writing training extended across FS and KS1 where children are encouraged to talk and share ideas before they write Children encouraged to answer questions in complete sentences
Pupil premium reading outcomes is broadly in line with the rest of the school	Pupil premium reading outcomes are broadly in line with the rest of the school Pupil premium children are all weekly readers Library open some lunch times to encourage reading for pleasure Reading bands are reviewed half termly as reminded by the school English coordinator to ensure reading books provide the right challenge Quality first teaching of reading through CUSP Introduction of CUSP reading from years 1 to 6 to sharpen focus on the teaching and development of reading skills and to improve vocabulary Pupil premium children read with the pupil premium coordinator Reading partnerships run by trained TA's to increase reading ages and reading comprehension Class weekly visits to the school library to foster a love of reading Encourage parental involvement with planned drop into class reading sessions for all classes each half term
Pupil premium writing outcomes is broadly in line with the rest of the school	Pupil premium writing outcomes are broadly in line with the rest of the school Quality first teaching of writing Writing assessed half termly so teachers are highly focused on next steps Talk for writing implemented across FS and KS1

	Literacy consultant teaches additional writing sessions to more able students in year 5 and 6 Opportunities are planned for children to write about their own interests to deepen their enjoyment of writing Additional resources such as writing frames, word cards, talk tins are available in lessons to support young writers Linking some writing schemes of work to CUSP reading to provide a stimulus for writing and a structure for ideas Termly maths staff meetings monitor progress
Pupil premium maths outcomes is broadly in line with the rest of the school	Pupil premium maths outcomes are broadly in line with the rest of the school. Quality first teaching of maths Planning is clearly differentiated and children are challenged through carefully planned questions, where they progressively get harder and more challenging. Maths assessed half termly so teachers are highly focused on next steps Termly maths staff meetings monitor progress Children encouraged to complete mastery challenges Mastering numbers project in KS1
Maintaining and succeeding predicted end of year targets in reading, writing and maths	Pupil premium outcomes in reading, writing and maths are broadly in line with their peers and they are making good progress from their starting points Quality first teaching Learning walks planned across the academic year and individual feedback given to each teacher Subject leads to share whole school next steps for improvements in the teaching of reading, writing and maths – linked to learning walks Book looks planned across the year by English, maths and pupil premium coordinator to ensure consistent high expectations and quality of work

	Half termly teacher assessments in reading, writing and maths to track progress to ensure barriers are identified To rapidly respond to identified barriers through adapting planning or intervention Individualised tutoring sessions that links into class learning but responds to individual needs to maximize learning potential Half termly staff meeting regularly review teacher judgements/assessments in writing and maths to ensure we are all equally aspirational for all Teachers to plan in time, across the week, to work with pupil premium children in maths and writing Weekly mentor meetings with ECT1's and biweekly mentor meetings with ECT's to support progression of quality first teaching At the start of the academic year, the new class teachers to receive key data about each pupil premium child prepared by the pupil premium coordinator
Pupil Premium attendance is broadly in line with whole school attendance	Pupil premium attendance is broadly in line with whole school attendance Data will be collected from Arbor each half term to understand in the moment data attendance for each pupil premium child during a half term Pupil premium voice carried out by pupil premium coordinator to understand thoughts and feelings about learning and school and to address concerns/ change mind-sets where possible Letters or phone calls home to raise attendance concerns and to support/empower parents to improve attendance of their children Meetings with head teacher /pupil and family welfare lead Invite parents to attend coffee mornings run by welfare lead to support parent engagement with the school Breakfast club

To recognise and respond to the emotional needs or difficulties of pupil premium children	Pupil premium children happily attend school and are fully participating in school life Pupil premium voice to recognise any potential non-academic barriers to learning and class teachers are informed to consider potential strategies needed Class teachers/TA's encouraged to be vigilant and discuss any changes in children's emotional needs and to raise concerns through the school's systems Post box outside the welfare leads room so children can post concerns/worries Welfare lead or TA's trained in providing nurturing support provide appropriate sessions Mental health Team links staff involved Welfare lead to run emotional support groups or provide one to one support Welfare lead to provide support for parents as needed
Pupil premium children involvement in extra curricula activities, trips and residential trips is in line with the rest of the school	Pupil premium children have equal access and involvement in extracurricular activities, trips and residential trips All KS1 and KS2 children are invited to attend a teacher led club There is a rich variety of clubs on offer to all children Pupil premium coordinator to run an art club as many pupil premium children have expressed an interest in art School to support with the costs of trips and residential trips All parents encouraged to attend information events about school residential trips Welfare lead to support with parent engagement of residential trips to encourage participation
Pupil premium children achieve equally well and are making good progress irrespective of their gender	Boys and girls pupil premium outcomes are broadly in line with their peers and boys and girls are making good and equal progress

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £10,768.11

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching in class	<i>Various research shows that quality first teaching emphasises high quality teaching for all the pupils in the class. It is about personalising learning for the individual needs of all the children in the class and when done effectively will narrow the attainment gap</i> High quality planning with differentiated tasks/adaptive activities for different groups of learners Consistent use of The Hills Academy lesson RUBRIC in all lessons Teacher focus groups in English and maths lessons to include all pupil premium children across the week Learning walks to share good practice Accurate assessing and efficient use of assessments to plan next steps Book looks to share good practice Monthly teach meets for professional discussion around current research, quality first teaching and best practice ECT's to have time allocated each week for mentor meetings and on-line training. Opportunities for CPD provided for all teachers including ECT's	1,2,3,4,5,9
Talk for writing rolled out across FS and KS1	<i>Research has found that talk for writing, which was developed by Pie Corbett is effective because it is based on the principles of how people learn. When the approach is applied systematically, schools</i>	1,2,3,5,9

	<i>have found their pupils double their rate of success initially. It increases attainment, engagement and enjoyment. (Bedrock Learning)</i> FS and KS1 staff trained in the delivery of Talk for writing English coordinator oversees the development and training of talk for writing Teachers become increasingly skilled and confident in the delivery of the lessons English planning is adapted and embedded in the talk for writing approach	
CUSP reading rolled out across year 1 to 6	<i>CUSP is an evidence-led curriculum structure. It is underpinned by explicit vocabulary instruction and research-focused pedagogy. Combining these has led to exceptional outcomes for pupils, as a result of coherent curriculum design and instructional teaching.(CUSP Website)</i> Training for all teachers and TA's in the delivery of the CUSP Daily teaching of reading and reading skills English lead to monitor the teaching and progress of CUSP lessons	2,5,9
Voice 21 project	<i>Through a high quality oracy education students learn through talk and to talk. This is when they develop and deepen their subject knowledge and understanding through talk in the classroom. It is a route to social mobility, empowering all students not just some, to find their voice to succeed in school and life (Voice21.org)</i> Continued development of the oracy lead Oracy lead training/teacher training Teachers to use the lesson rubric in lessons, where appropriate, to embed a curriculum that has communication, speech and listening at its heart. Oracy poster to be displayed in every classroom so the children are reminded of its value and the associated hand signals to support	1,3,7,9

	engagement with speaking and listening Staff training Assemblies for the children to learn about the importance of good oracy and what is expected of them in the classroom Subject leads to consider how oracy can be developed in their subject across the school	
School focus on closing the gender gap	Research does indicate that teachers are more likely to ask boys than girls higher order questions in the classroom and especially in subjects like maths and science SLT to observe lessons and monitor the involvement of girls to make teachers aware of unconscious bias Use of lollisticks, marked with dots for girls, to support teachers in involving boys and girls an equal amount in lessons. Teachers to be highly focused on involving girls and boys an equal amount in lessons SLT and assessment lead to monitor the achievement of boys and girls in reading, writing and maths SLT/class teachers to be aware of the quieter girls and ensure they are involved in lessons by employing a range of strategies. E.g., giving them warning of a question they will ask, modelling answers, discussing things of interest, praise for involvement Quieter pp girls to have some one to one interventions that support a specific need and boost confidence	

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £51,790.31

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual tutoring in maths and English	<i>Research shows that one to one interventions that link to the classroom teaching and the curriculum is an essential part of an effective pupil premium strategy</i> Using Arbor data and statements, children's work books, communication with the class teachers and current literacy and numeracy planning to support one to one tuition. Each disadvantaged child will get regular tutoring opportunities that target specific, individual needs in maths and writing. Work covered and progress made will be communicated to the class teacher at the end of the sessions	2,3,4,5,9
English consultant to teach writing in years 5 and 6	<i>Research shows that small group targeted interventions are an effective way to boost pupil premium outcomes</i> Using Arbor data and communication with the class teachers the English consultant will plan high quality writing sessions covering a range of genres	3,5,9

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 22,311.82

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving school attendance	<i>There is strong evidence to suggest that regular school attendance is a key mechanism to support children and young people's educational, economic and social outcomes. Schools can facilitate positive peer relationships, which is contributes to better mental health and wellbeing. Attendance at school is crucial to prepare young people for successful transition to</i>	6

	<i>adulthood, and to support their longer term economic and social participation in society. Research found that pupils who performed better both at the end of primary and secondary school missed fewer days than those who didn't perform as well. (The Education Hub)</i> Data will be collected from Arbor each half term to understand in the moment data attendance for each pupil premium child during a half term Pupil premium voice carried out by pupil premium coordinator to understand thoughts and feelings about learning and school and to address concerns/ change mind-sets where possible Letters or phone calls home to raise attendance concerns and to support/empower parents to improve attendance of their children Meetings with head teacher /pupil and family welfare lead Breakfast club Invite parents to attend coffee mornings run by welfare lead to support parent engagement with the school Craft clubs at lunch time	
Monitoring and providing emotional support and nurturing	<i>Zins et al., 2004 demonstrated that social and emotional learning (SEL) plays an important role in influencing non-academic outcomes, but also has a critical role in improving children's academic performance and lifelong learning. (bedrocklearning.org)</i> Welfare lead to run small nurturing groups to develop confidence and self-esteem Welfare lead or mentors give individual nurturing and emotional support as needed Outside learning mornings Mental Health TEAM so all staff involved are linked Weekly PHSE lessons	7
Participation in extra curricular activities, trips and residential	<i>Although there is limited research to suggest there are positive outcomes on academic progress, there is evidence to suggest that residential and trips have positive impacts</i>	8

	<i>on self-efficiency, motivation, resilience and teamwork. It plays an important part in the wider school experience. The application of these non-cognitive skills in the classroom may have a positive effect on academic outcomes. (EEF)</i> All KS1 and KS2 children are invited to attend a teacher led club There is a rich variety of clubs on offer to all children Pupil premium coordinator to run an art club as many pupil premium children have expressed an interest in art School to support with the costs of trips and residential trips All parents encouraged to attend information events about school residential trips Welfare lead to support with parent engagement of residential trips to encourage participation Musical instrument lessons	
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Total budgeted cost: £ £84,870.24

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published (including school attainment and progress measures)*
- *EBacc entry data for secondary schools*
- *Comparison to local and national averages (a note of caution can be added to signal that there are ongoing impacts of the COVID-19 pandemic, which affected schools, and pupils, differently) and outcomes achieved by your school's non-disadvantaged pupils*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Progress in Reading (Teacher Assessments)

88.8% pp children across years 1 to 6 met their end of year reading target so they maintained progress.

17.6% pp children across years 1 to 6 exceeded their end of year reading target

Years 1- 6: 53.23% of pp children across years 1 to 6 are at expected or above in reading

KS2 SATS: 38.5% of Pupil Premium Children achieved Exp+, Average scaled score 100

Progress in Writing (Teacher Assessments)

100% pp children across years 1 to 6 met their end of year target writing so they maintained progress.

24.2% pp children across years 1 to 6 exceeded their end of year writing target

Years 1- 6: 39.48% of pp children across years 1 to 6 are at expected or above in writing

KS2 SATS: 53.8% of PP children achieved Ex+ in Writing

Progress in Maths (Teacher Assessments)

97.68% pp children across years 1 to 6 met their end of year maths target so they maintained progress.

22% pp children across years 1 to 6 exceeded their end of year maths target

Years 1- 6: 54.52% of pp children across years 1 to 6 are at expected or above in maths

KS2 SATS: 69.2% of PP children achieved Ex+ in Maths with a scaled score of 101.92

KS1 Phonics

KS1 phonics: 62.5% of PP children achieved the expected level

Attendance

Attendance: 94.6% which is greater than national but 1% below the school overall

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.